DOCUMENT RESUME

ED 152 035 EC 110 025

TITLE A State Plan for Providing Appropriate Educational Opportunities for the Gifted and Talented.
INSTITUTION Hawaii State Dept. of Education, Honolulu.
PUB DATE Sep 77
NOTE 54p.; Print is marginal and may not reproduce well in hard copy

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Acceleration; Budgets; Conceptual Schemes; Educational Policy; Elementary Secondary Education; Enrichment; *Gifted; *Individualized Programs; Inservice Teacher Education; Models; Needs Assessment; Program Evaluation; *Program Planning; State Departments of Education; *State Programs; *Talented Students; Talent Identification

ABSTRACT

Outlined is a state plan to individualize the education of the gifted and talented students in the public schools through acceleration, enrichment, or a combination of both. Sections cover the following programs components: needs assessment, definition of gifted and talented children and youth, the Hawaii Department of Education position statement, goal statement, means for achieving the goal at the elementary and secondary levels (including enrichment activities, grade skipping, and advanced placement courses), identification of the gifted and talented, inservice training and staff development, program evaluation, budgetary considerations, and future considerations. Appended are a paper on pupil acceleration, an outline of the classification of creative activities and experiences into the primary mental abilities of human intellect, and relevant excerpts from Hawaii Department of Education policies and regulations. (SHB)

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A State Plan for Providing Appropriate Educational Opportunities for the Gifted and Talented

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Office of Instructional Services/Special Needs Branch
Department of Education □ State of Hawaii □ TAC 77-4296 □ September 1977

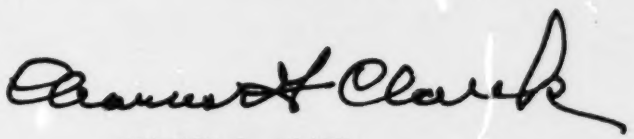
EC110025

FOREWORD

In recognition of the need to assure appropriate educational opportunities for those students who demonstrate superior achievement or possess the potential for superior achievement, this plan has been designed.

At the heart of this plan lies the notion of individualization of instruction, which is essential if students are to develop their potential to the fullest, and the assumption that high achievement will result only if students with high aptitude are given the encouragement and opportunity to learn at a rate and level which challenges their ability.

We do not presume to have offered in this plan the ultimate answers concerning the education of the gifted and talented, and we acknowledge that there is much to be learned. We do believe, however, that this plan provides a reasonably sound basis for a beginning, and begin we must.



CHARLES G. CLARK
SUPERINTENDENT OF EDUCATION

ACKNOWLEDGEMENT

The State Plan for Providing Appropriate Educational Opportunities for the Gifted and Talented represents the thinking of many in the community--students, parents, and educators.

The Department acknowledges in particular the State Advisory Council for the Gifted and Talented, whose members spent long hours reviewing the content and contributing pertinent information and valuable feedback. To all of you, our sincere thanks. We solicit your continued involvement and support.

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I. PREFACE

The purpose of this plan is to outline a means whereby gifted and talented students can be provided appropriate educational opportunities.

It must be emphasized that the general notions expressed in this plan need to gain wide support of Department personnel and the public if successful implementation is to occur.

However, one should not presume that this plan offers the only means for providing appropriate educational opportunities for the gifted, and precludes the use of any other means. The intent is to outline a beginning or starting point from which districts, schools, and teachers can implement, monitor, evaluate, modify, and expand upon according to their particular needs.

Implementation will require the cooperation and assistance of a wide range of educators, from classroom teachers to State level specialists to university staff, and a myriad of details will have to be spelled out. Nevertheless, if we are indeed sincere in our efforts to provide students the opportunity to develop to their fullest potential, it can be done.

II. NEEDS ASSESSMENT

To acquire some indication of the needs to be met by a plan to provide appropriate educational opportunities for the gifted, a preliminary needs assessment was conducted in the Fall of 1976.

1. Survey of Schools Concerning Programs for Gifted and Talented Students, School Year 1975-76.

   Purpose: To survey all public schools in the State to determine the kinds of educational services currently being offered by the schools to provide for the gifted.

   Summary of Findings: Sporadic efforts to accommodate the gifted were reported, such as honors classes, advanced placement courses, special science projects, some acceleration in mathematics at the intermediate level, and enrichment opportunities at the elementary level.

2. Statewide Summary of the Students in Grades 4, 6, 8, and 10, Who Scored in the Ninth Stanine on the Stanford Achievement Test, Fall, 1976. (Source: Special computer printout.)

   Purpose: To acquire an indication of the size and distribution of the potential target population.

   Summary of Findings: If the data analyzed are in any way indicative of the size of Hawaii's potential target population, the size does seem to agree somewhat with HEW's estimate that in a given population, 3-5 percent are gifted and talented. In general, the analysis also revealed that the target population is reasonably well distributed. For example, in the Honolulu District, those students in grades 4 and 6 scoring in the ninth stanine were distributed among 76% of the district's elementary schools.

Although limited in scope, this preliminary needs assessment did indicate a need for a state plan to further expand upon ongoing activities and outline a unified approach for providing appropriate educational opportunities for the gifted, as well as provide guidelines for their

identification. An assessment of this nature must be a continuous operation and answer questions such as these: (1) Is the total target population clearly defined? (2) Have all the needs been clearly identified? (3) Do we have reliable and regularly updated data validating needs? To answer such questions, a plan for continuous communication and input must be designed.

III. DEFINITION OF GIFTED AND TALENTED CHILDREN AND YOUTH

In the final analysis, it would seem that one cannot be judged truly gifted or talented until after the fact. Only when something has been produced or achieved--be it a symphony, an idea, a performance, or even the accumulation of great wealth--and society has judged that product or achievement a unique or outstanding one, can it be said in retrospect that it was the product or achievement of a gifted mind. Only in occasional instances do school age youth reach such levels of demonstrated accomplishment.

Accordingly, this plan is concerned with children and youth whose superior performance or potential indicates possible giftedness. This performance or potential may occur in any of the following general areas, singly or in combination: intellectual, creative, or specific academic abilities, leadership capability, psychomotor ability, or talent in the performing and visual arts.

To realize their potentialities, such children and youth require educational opportunities beyond those normally provided by the school system for the average student.

IV. POSITION STATEMENT

Our society maintains that all children and youth have the right to develop their potential to the fullest.

Recognizing this right, the Department of Education accepts the obligation to assist all students to develop their potential and recognizes that this goal can best be accomplished by providing individualized educational opportunities.

The Department further recognizes the wide range of interests, motivations, needs, and talents among students and believes that this diversity must be considered in the design and delivery of educational opportunities. Among these students are those who have demonstrated superior achievement or possess the potential for superior achievement.

Because of their potential for making significant contributions to society, they constitute a valuable and irreplaceable human resource. It is not possible to measure the loss to society as well as to themselves, when educational opportunities are not in keeping with the particular needs and abilities of such students.

The Department therefore acknowledges the necessity to identify such students and to make available appropriate educational opportunities to meet their needs.

V. GOAL STATEMENT

The Department's goal is to individualize the education of the gifted and talented students in the public schools by providing a more flexible system wherein students who demonstrate superior achievement or who possess the potential for superior achievement, are provided with the encouragement and opportunities necessary for them to perform at a rate and level commenstrate with their level of ability and achievement.

VI. GENERAL MEANS TO ACHIEVE THE GOAL

To achieve the goal, the following concerns must be considered:

(a) That the means be in keeping with the Department's overall goal to provide students equal opportunity to develop their potential to the fullest.

(b) That they make optimal use of available resources.

(c) That they be in conformance with Department Policies and Regulations.

(d) That they be educationally sound.

(e) That they be an integral part of our educational structure.

In keeping with these concerns, and taking into consideration appropriate means for educating the gifted, the Department will strive to achieve the goal by providing opportunities for enrichment, acceleration, or a combination of both, whichever is most appropriate.

1. Acceleration

Acceleration is defined as those means for providing students with instruction in a given area or subject earlier in the educational sequence than would be the case for the so-called average student. The aim is to bring the students' knowledge up to their level of aptitude, followed by regular instruction at this level, with the possibility of future acceleration.

Acceleration encompasses a variety of methods, such as: ungraded primary groups; combination elementary grades; advanced grade level work in the regular age-level classroom; total grade skipping; subject matter acceleration such as taking a normal year's work in one semester; grade 7-8-9 accelerated to a two-year course; credit by examination; independent study; college corres-

pondence courses; early college admission; advanced placement courses; or all courses open to all students regardless of age.

Concerning one aspect of acceleration--grade skipping--concern may arise relative to the notion that if a student is placed with students who are older, social and emotional problems will result. The evidence does not support this. On the contrary, it overwhelmingly supports this kind of acceleration as a sound practice for accommodating the gifted. Those readers interested and concerned about this matter are urged to read the material presented in Appendix A. Once adults are conversant with the findings concerning grade skipping, their reticence to participate should diminish.

2. Enrichment

Enrichment is defined as any educational procedure beyond the usual ones for the subject or grade which does not accelerate the student's placement in the subject or grade. It usually expands a course of study by increasing the variety of subjects as well as the depth of treatment, or students are expected to cover more than the normal amount of material at their grade level.

Although both enrichment and acceleration are appropriate educational methods for accommodating gifted students, they should be treated as concomitant methods rather than parallel methods. Enrichment may be sufficient to meet the total needs of some students at certain points in their development. As such it can, among other things, provide a period of introduction to other skills and attitudes, or provide students an opportunity to demonstrate other aptitudes, or, if identification test results are ambiguous, students could be offered enrichment activities specifically geared to confirm their apparent abilities.

Permitting and encouraging students to learn at their level of ability, whether it be through enrichment, acceleration, or a combination of both, will not only offer a broader means to individualize their education, but will also offer gifted students the opportunity to experience the fact that school and learning can indeed be exciting.

VII. SOME SPECIFIC MEANS TO ACHIEVE THE GOAL AT THE ELEMENTARY LEVEL

> "In the elementary school very bright children are often allowed to move ahead at their own pace in reading and arithmetic. Recent interest in the creation of open classrooms, team teaching, and small individualized learning centers in the elementary schools are potentially conducive to he fostering of individualized educational goals and programs. In these types of classroom environments, presumably a school could accommodate the educational needs of bright students independent of the number of students in a given school or age group. Even the more traditional elementary school classroom can often allow for a wide range of individual differences in rates and levels of achievement. Thus, whether or not gifted children receive special education during the elementary school years in a given school or school system has typically been more a function of attitudes and philosophy of the teachers and the school administrators than of the structure of the elementary school itself."1/

Generally speaking, the elementary school years might be viewed as an opportunity to provide an educational environment which will nurture, develop, and validate students' gifts and talents. In other words, the elementary years might provide not only an opportunity to encourage students suspected of being gifted to demonstrate and develop their potential, but also an opportunity to offer students activities which will draw forth latent gifts and talents while providing time for the total child to develop.

This can be accomplished through enrichment, and the following are some guidelines and suggestions for the provision of appropriate enrichment activities.

1. Be certain the enrichment activities are based on identified or suspected ability and geared to further develop that ability. For example, if a student's creative writing ability is far superior to that of his classmates, the student should be provided many opportunities to write, perhaps occasionally substituting a creative writing assignment for another one. The student might also be encouraged, for example, to write a play to be presented by the class.

1/ D. P. Keating (ed.), Intellectual Talent, Research and Development. Baltimore: The Johns Hopkins University Press, 1976, p. 34.

2. Offer the students activities which will challenge their creative abilities. Specific examples of such activities appear in Appendix B.

3. Offer activities which will challenge the student's strengths. For example, it's not uncommon to raise a pair of guinea pigs in an elementary classroom, and most students are content simply caring for and feeding the animals and making general observations about them. However, the student who manifests a strong scientific interest should be encouraged and shown how to scientifically observe and record the eating habits, behavior, and growth patterns of the animals.

4. Provide the student whose potential is high, but who is attending a school where the average potential is low, with the opportunity to become involved at least part of the time in a stimulating activity. For example, plan for the student to spend some time with a group of children close to his mental ability in a non-graded activity.

5. Provide activities to accommodate the mature, self-reliant student. For example, the student can be freed part of the day to do independent study in an area of his interest. Specific objectives should be spelled out for the student rather than simply sending him to the library to read.

6. Accommodate the student who is strong in one area and weak in another. For example, if a student has the ability to read with an advanced class but is unable to complete accompanying written assignments, perhaps teachers could coordinate reading schedules between the student's regular classroom teacher and the teacher who has his reading level group, so that the student has his writing work with his classroom teacher and his oral reading and discussion with the advanced level

teacher. The student would not have to do any writing in the reading workbook until printing and writing are easy for him.

7. Accommodate the student whose ability in a specific area is superior to his classmates. For example, if a student's ability to comprehend and use social studies concepts is superior to his classmates, the student could then spend time working independently on creative or research projects rather than the standard curriculum.

Acceleration is appropriate at the elementary level and should be encouraged, especially for those students who have clearly demonstrated their ability. This can be arranged through a variety of means, such as the following examples:

1. Permitting students to study from higher grade level texts, such as permitting a third grade student to study from a fifth grade text.
2. Arranging ungraded primary groups.
3. Combining upper elementary grades.
4. Grouping by ability rather than age.
5. Arranging for cooperative teaching.
6. Grade skipping.
7. Grouping students of similar abilities from neighboring schools at a single school for advanced or special instruction. This can be done for part of the school day, one full day per week, or whatever arrangements most suitably meet the students' needs.
8. Providing for dual enrollment. In other words, allow gifted students to attend two schools. For example, permitting the academically or artistically gifted elementary school student the opportunity

to take higher level courses at the intermediate school, while taking his other course work at the elementary school.

9. Special groupings, wherein gifted students with similar interests and abilities work together to produce plays, or prove science experiments, or study the community.

VIII. SOME SPECIFIC MEANS TO ACHIEVE THE GOAL AT THE SECONDARY LEVEL

The seven guidelines for enrichment activities at the elementary level are also applicable at the secondary level. Furthermore, because of the number of elective courses and extracurricular activities available at the secondary level, the opportunity to enrich the education of the gifted is relatively wide. In addition to these activities, gifted students should be offered opportunities such as the following.

1. Mentor Approach

   a. Description

      Students leave the school grounds for a part of the school day to work with local artists, artisans, laboratory technicians, researchers, or other professionals. This would involve matching students with specific gifts or talents with professionals willing to either train them or permit them to observe their work.

   b. Anticipated Benefits

      Gifted students can profit from listening to and learning from professionals or practicioners in areas of the students' interests and abilities, and be stimulated and encouraged to pursue that interest in greater depth.

2. Fast-Paced Classes

   a. Description

      Courses which permit a student to learn at a more rapid pace, such as completing in one semester a course which normally takes a full school year. The success of fast-paced classes depends upon a number of factors: (1) the teacher must be very well trained in the subject matter at a high level in order to be able to challenge and instruct the gifted, (2) good study habits are necessary for success in such classes, and (3) students should never be pushed into attending such a class. This type of class is intended for the highly motivated student who is eager to learn at a fast pace. Fast-paced classes might not be feasible when the number of students is small. Subject-matter acceleration (see below) may therefore be the best solution when there are too few students to justify fast-paced classes.

   b. Anticipated Benefits

      Would permit highly competent students to learn at a pace commensurate with their ability, reduce academic boredom with long, drawn-out courses, and would be more challenging.

3. Subject-Matter Acceleration

a. Description

Students who are very advanced in one subject but who are not eager or able to skip an entire grade could be placed ahead in just the one subject area. Thus, for example, end-of-the-year sixth graders who are known to be very talented in mathematics might be scheduled for regular algebra class when they are seventh graders rather than waiting until the eighth or ninth grade to study algebra. A very few able students might even skip Algebra I and begin with Algebra II.

b. Anticipated Benefits

Would permit competent students to study at a level comensurate with their level of ability, and would be more challenging.

4. Independent Study

a. Description

Independent study is most commonly used to provide competent students the opportunity to pursue in-depth areas of their special interests. It can also serve, however, as a means for bright students to independently study advanced work, such as an Advanced Placement Course, or, for that matter, any course. This would require that a teacher prepare a subject-matter or course outline, and end-of-course examination if it is not an advanced placement course, and in addition, serve as a consultant to the student.

b. Anticipated Benefits

Would offer the mature bright students the opportunity and encouragement to do research or study independent of the day-by-day direction of the classroom teacher.

5. Correspondence Courses

a. Description

These could be either high school level courses which are not available at the student's high school, or college level courses.

b. Anticipated Benefits

Making such courses available would seem to be a particularly effective means to meet the needs of gifted students enrolled in small schools with limited staff and course offerings, or for students in rural areas who do not have ready access to college campuses.

6. College Courses

a. Description

Students are given release time to take college courses.

b. Anticipated Benefits

Would offer able students an opportunity to study at a level commensurate with their ability and interest, regardless of age or grade placement. In addition, the college bound, bright high school students should be offered the opportunity to get some college credit to avoid the problem later on of being placed at a low and unchallenging level when he begins college.

7. Grade 7-8-9 Accelerated to Two Years

a. Description

The title is self-descriptive. In many instances the number of students would be too small to justify the implementation of this alternative. However, districts might consider doing this at a single intermediate school, and offer district exceptions to permit eligible intermediate school students the opportunity to enroll in a two-year 7-8-9 class.

b. Anticipated Benefits

This alternative would offer gifted intermediate school students the opportunity to take their course work at a more stimulating pace which would challenge their ability.

8. Grade Skipping

a. Description

This alternative would permit gifted students to move to more advanced levels of instruction. If grade skipping is to be an alternative, then it is necessary to specify at what ability level students should be offered this opportunity. For example, seventh and eighth graders who score 50 or more on the Preliminary Scholastic Aptitude Test, Verbal and Mathematical, might be offered the chance to skip a grade as an alternative to being placed in a situation in which grades 7-8-9 are accelerated to a two-year course. Skipping should only be done by students who are eager to move ahead in all subjects. Some students may prefer subject-matter acceleration rather than total grade acceleration.

b. Anticipated Benefits

This can be a very effective means of stimulating the mature gifted student who is often bored with the academic work offered his age group.

9. Advanced Placement Courses

a. Description

Advanced Placement (AP) courses are available in numerous course areas, including art and music, and are college level courses taught by high school teachers. Students who take such courses may then take standardized examinations. Students who score well on these tests earn college credits, or are exempted from introductory college courses, or both, at colleges that recognize and cooperate with the Advanced Placement Program. Currently over 1,500 colleges and universities recognize AP courses. Unfortunately, high schools typically offer very few of these AP courses in a given year and usually restrict participation to seniors. If school districts would conduct special districtwide AP courses and allow ninth, tenth, and eleventh graders to participate, it could be a highly effective opportunity for the gifted.

b. Anticipated Benefits

Would offer able students an opportunity to study at a level commensurate with their ability and interest, regardless of age or grade placement. In addition, the college-bound, bright secondary school students should be offered the opportunity to get some college credit to avoid the problem later on of being placed at a low and unchallenging level when they enter college.

10. Work with Special Equipment or Material not Otherwise Available

a. Description

An example of this would be to make available high school or college laboratory equipment and facilities for use by gifted and talented intermediate or high school students.

b. Anticipated Benefits

Would expand considerably the opportunities for gifted secondary school students to study at a level commensurate with their interests and abilities.

11. Dual Enrollment

a. Description

Offers opportunity for gifted students to enroll in two schools simultaneously. For example, the intermediate school students who are gifted in mathematics and the sciences could enroll in higher mathematics and science courses at the high school in their complex while continuing to take other course work at the intermediate school.

b. Anticipated Benefits

This would be a stimulus to bright students because it would relieve them of the tedium of taking course work at a level they have mastered or which does not challenge their abilities.

12. Course Credit by Examination

a. Description

Tests based on the content of various courses are prepared, and students passing them receive credit for the course without having to actually take the course.

b. Anticipated Benefits

This will be a stimulus to the independent learner because it will recognize and accept knowledge no matter how or where it is acquired. Furthermore, those who are highly proficient in specific areas of study will be given the opportunity to advance to higher levels commensurate with their knowledge and ability.

When encouraging students to take accelerated educational options, a school's staff should take into consideration the following concerns.

1. As some parents may be apprehensive about acceleration, it is important to involve them prior to placing the student in an accelerated activity.
2. Students who seem immature or have a history of emotional or social adjustment problems in school should be carefully interviewed. It is possible that their behavior problems are a result of their frustration from being continually bored in school and that advanced

course alternatives will alleviate the problem. On the other hand, children who have serious emotional problems may be unable to respond to intellectual challenges in a positive way. The experience of acceleration could be more than they can handle. Great caution should be used in these cases.

3. Students who are not eager for special educational experiences will not typically benefit from them. While they may be guided towards such options, parents and school personnel should not force these opportunities.

4. Our cultural mores hold intellectually gifted students as destined for college no matter what the interests or desires of the individual may be. It may well be that the student's interest lies in becoming an auto mechanic. Such a student has every right to exercise this option.

5. Our societal mores also seem to hold that talented persons have a responsibility to develop their talents to the fullest extent possible. Although such students should know and be fully aware of opportunities for talent development, such opportunities should be viewed as a right of the individual, not as a responsibility forced on the student by society.

IX. IDENTIFICATION OF THE GIFTED AND TALENTED

The purpose of identification, in keeping with the goal statement, is to identify students manifesting superior achievement or potential for superior achievement, to assure that they are provided the encouragement and opportunity to perform at a rate and level commensurate with their level of ability and achievement.

We acknowledge, however, that the ability or potential of some students may not be reflected by whatever identification measures are used. It is important, therefore, that equal educational opportunities be available to all who have the initiative, drive, persistence, or motivation to take advantage of the opportunities, regardless of the fact that they may not have been formally identified as having the ability to do so.

A wide variety of identification measures can be used such as: competency based tests; criterion reference tests; academic aptitude tests; anecdotal materials; music and art aptitude tests; and many others. However, because the state of the art is to a significant degree in flux, only through considerable trial and error and careful monitoring will we eventually be able to be more specific and precise in establishing guidelines for the identification of the gifted. What must be reemphasized, however, when considering any identification measure, is the overall purpose of identification: To determine the gifted student's level of ability so that the student can be provided the opportunity to perform at a rate and level commensurate with that level of ability. In the final analysis, any valid measures that help determine this are good measures.

What follows are general guidelines for the identification of gifted students which district and school staff are encouraged to modify or expand upon to meet the specific needs of their particular situations. The kinds of identification measures referred to are only suggestions and examples.

1. No single measure should be used to identify the students. Only multiple measures should be used, such as a combination of teacher/peer/parent nominations substantiated by objective test scores.

2. No one group within the school or community should have exclusive control on identification of the gifted and talented. Superior abilities and talents can be identified not only by teachers and principals, but also by parents and even by the students themselves, who often show considerable accuracy of self-appraisal as well as appraisal of each other.

3. Individualizing instruction for gifted students will be better served by tests that provide information about a student's pattern of abilities, current level of achievement, and interests, rather than merely a global estimate of general intelligence. Knowing only that a student has an I.Q. of 160 is not adequate information for deciding whether or not the student is ready for advanced work. While it provides an estimate of higher learning potential, it tells little about the actual level of achievement in a given subject area, the relationship between the student's verbal and quantitative skills, nor the student's special interest and other aptitudes. Therefore, test batteries that show the relative strengths and weaknesses of a student on measures of both aptitude, achievement and interests provide

valuable information concerning appropriate educational placement.

4. When one tests bright students it is particularly crucial to use tests that have enough ceiling to differentiate them. Thus, in addition to patterns of abilities, one should be careful to assess accurately levels of abilities for bright students. A single test, particularly a grade-level one, will fail to provide this type of information. It is important, therefore, to also use a test of a higher level before making decisions concerning educational placement.

5. Of concern is how well a given test will predict success in particular areas. In other words, is the test a valid measure for the purpose of identifying students who would most benefit from an enriched curriculum, specific subject-matter acceleration, general acceleration, fast-paced classes, or whatever?

6. Achievement tests, particularly those of a specific subject content and of a high level, are very important indicators for subject-matter placement. Achievement tests also serve another important function--that of indicators of interests. A student with high-level abilities in several fields may develop higher levels of achievement (perhaps by independent study) in one field, such as science, than in others, such as languages. This selective acquisition of knowledge in a specific field is a strong indication of interest.

7. While achievement can be an indicator of interest, it is also true that more direct measures of interests and values can be useful predictors of future achievement. Students with similar

patterns of cognitive abilities may perform quite differently in different situations and, especially, in different subject-matter areas in school. Knowing a student's interest, as well as his or her ability, can make the educational planning process more efficient.

A MODEL FOR IDENTIFICATION

It must be emphasized that this is a sample model. Final determination of identification models and specific tests and measures will need to be decided upon prior to actual implementation and in consultation with Department tests and measurement specialists and others. Furthermore, in conjunction with the identification process appropriate counselling guidelines for assisting gifted students as well as their parents will need to be developed.

a. Initial Screening

The first step in identification of the gifted is to establish a master list or pool of all children in the school, complex, or district who seem likely to be gifted. Two methods can be used to accomplish this.

First, scan carefully the latest test results from a standardized achievement test, such as the Stanford Achievement Test. For economic and pragmatic reasons it is always good to take advantage of existing test records. A master list of students' names and scores is usually available at the school level. A single criterion or multiple criteria could be used to select students for further testing. One strategy would be to select all students who scored at the ninth stanine or above overall on national or local norms. In addition, one could add the names of students who scored below the ninth stnaine overall, but who scored at the ninth stanine or above on either the total numerical or verbal sub-tests of the standardized test.

In conjunction with this, teacher nominations can be used. This should not be used as the only method of initial screening. Researchers have found that most teachers are not good judges of giftedness. They are likely to identify average but dutiful old-in-grade students as gifted and to overlook the brightest child in class. It would probably be best, when possible, to consider only those students who are nominated by more than one teacher and by more than one criterion. Those so nominated can then be added to the list of children to be tested further. To avoid testing too many children who are not likely candidates it might be wise to consider eliminating any students nominated by teachers who did not score at or above the eighth stanine overall on national norms of an in-grade standardized test. Children who are only moderately above average may find that the experience of taking more difficult, higher level tests involves considerable stress.

In identifying gifted children for advanced or accelerated educational placement it might be better, at least at the beginning, to encourage children who have a high probability of success rather than encourage children with marginal probabilities. As noted earlier, for those who seem to have a marginal probability for success, enrichment activities, especially at the elementary level, can serve as a transitional or validation phase prior to assignment to advanced curricula.

b. Second Screening

The second step of identification is to test the pool of potentially gifted on more difficult tests of aptitude and achievement in order to identify those who need immediate attention.

For example, one might first begin by screening students on in-grade achievement tests, such as the Stanford Achievement Test or the Iowa Test of Basic Skills. Students who score above the ninth stanine on mathematics or verbal sub-tests and ninth stanine overall on in-grade norms could be further tested on special tests of ability at a higher level, such as the Scholastic Aptitude Test (SAT), Preliminary Scholastic Aptitude Test (PSAT), Differential Aptitude Test (DAT), or School and College Ability Test (SCAT). These tests could then be followed by other tests of special abilities, such as Raven's Progressive Matrice's. The point is that the whole picture of the strengths and weaknesses of the student should be carefully assessed by using batteries of difficult tests.

It should be noted that the Preliminary Scholastic Aptitude Tests (PSAT), which are administered, scored, and reported under the supervision of the Educational Testing Sevice (ETS), are given in high schools every fall on the last Saturday in October throughout the country. Although they are primarily taken by eleventh graders, there is no reason why bright seventh, eighth, and ninth graders could not also be tested. The Educational Testing Service has no special restrictions against these tests

being given to younger students. Schools could easily use these tests for the purpose of identification of gifted junior high school students, and the cost is only about three dollars per student. The PSAT is suggested rather than the SAT because it costs less and is given in the fall, and the scores on the two tests are directly comparable.

In conjunction with the identification process, a methodical record keeping procedure should be designed in order to avoid repetition of testing, to provide an appropriate basis for counselling, and to acquire a longitudinal picture of student weaknesses and strengths.

X. IN-SERVICE TRAINING AND STAFF DEVELOPMENT

The purpose of the in-service training will be twofold: (1) to gain support and commitment from district and school staff by making them aware of the need to provide for the gifted, and aware of the recommendations of the State Plan, and (2) to assist schools relative to the implementation of the Plan. A means to achieve this purpose is outlined below. Although the content of the workshops outlined refers specifically to 1977-78, similar workshops will be conducted in subsequent years, and the content will be determined by needs assessments.

In-service Training Workshops

1. Workshop with State Program Specialists . . . . . Fall 1977
   (conducted by the State)

   - Implications for program areas.
   - Communication system.

2. Workshop with district office leadership personnel. . . . Fall 1977
   concerning implementation of state plan.
   (conducted by the State)

   - Awareness of the needs of the gifted.
   - Identification techniques.
   - Instructional strategies.
   - Implications at school level.
   - Determination of district implementation timelines.
   - Strategies for in-servicing school level personnel.
   - Determination of state level assistance required.

3. In-service of school level personnel. 1977-1982
   (Conducted by the District)

   Suggested Areas:
   - Review of state plan.
   - Awareness of the needs of the gifted.
   - Identification techniques.
   - Instructional strategies.
   - Counseling and the affective development of the gifted child.

4. Workshop with district leadership personnel . . . Winter/Spring 1978-1982
(Conducted by the State)

- Review and evaluate implementation.
- Determine future modifications and strategies.

5. Workshop for district and school level staff . . . . . Summer 1978-1982
(Conducted by the State and District)

- Review and evaluate district models and identification tools.
- Develop identification, counselling, and instructional strategies for sub-types, such as the culturally different child, the creative child, and the underachiever.
- Assist districts with dissemination activites and coordination of efforts.
- Development of model for individualized education program for the gifted.

XI. EVALUATION

The implementation phase of the plan will require that an evaluation plan be designed to systematically collect, analyze, and report data to answer questions such as the following: Did the recommended educational activities do any good? Was it worth the time and effort? Is it working as expected? Is the planned approach better than some other method? For example, to measure progress relative to the implementation of the accelerated educational options recommended in the plan, baseline data and effectiveness measures such as the following can be used:

	Baseline Data	Effectiveness Measures
1.	Number of students in the ninth stanine or above overall on the Stanford Achievement test (SAT), and the number of students in the ninth stanine or above in specific components of the SAT, such as reading or mathematics.	As compared to the (1) the number identified for higher level testing and, (2) The number nominated by teachers and others.
2.	Number of students studying subject-matter or courses beyond their age-grade level.	As compared to the academic grade or score achieved in the subject-matter or course.
3.	Number of students, and their grade levels, enrolled in college or university courses.	As compared to the number identified as having the ability and desire to do so, but couldn't because of limited space or other reasons.
4.	Number of students identified as having the ability to take Advanced Placement courses.	As compared to the number of students from what grades enrolled in what Advanced Placement courses.
5.	Number of students electing to take credit by examination.	As compared to the number of students receiving credit by examination.

6.	Number of students not formally identified as capable of taking advanced study (i.e.--self-selected).	As compared to the number who (1) request the opportunity and (2) are actually given the opportunity.
7.	Number of students identified as capable of taking accelerated educational options.	As compared to the number who actually take advantage of such opportunities.
8.	Number of students nominated by teachers to take advanced or accelerated study.	As compared to the number identified through objective measures to take such study.

A most important aspect of the evaluation will be the necessity to determine the degree to which the gifted students identified and placed directly benefit from their appropriate educational options. To measure their growth in both the cognitive and affective areas will require collecting and evaluating pre-post academic achievement data, indications of attitudinal changes, social adjustment data such as might be reflected in anecdotal records and records of pre-identification social problems, as well as teacher and parental opinions and attitudinal changes. The specific methodology and procedures necessary to accomplish this will be developed in consultation and cooperation with the Department's evaluation specialists.

XII. BUDGETARY CONSIDERATIONS

1. Test Purchase, Administration, and Scoring

Using the Office of Health, Education, and Welfare estimate that three to five percent of a given population are gifted, after initial screening an estimated five to eight thousand students might be identified as being eligible for higher level testing. Assuming a need for possibly three standardized tests for each student at an estimated cost of $1.50 per student, the total estimated initial cost for the purchase of tests would range between $7,500 and $12,000.

Test administration costs would be somewhat dependent upon each situation. If, for example, a school did its own testing, the number of students would be rather small in most instances, and the test administration could probably be done as part of the school staff's regular duties. If, however, a district decided to combine schools and test at a central location, and do so on a Saturday morning, then test administrators would have to be paid. The above considerations would also seem to apply to the scoring of the tests.

2. Preparation of Tests for Credit by Examination

There is no precedent for this, because it has never been done on a statewide basis. If state office staff prepared the examinations, then there would be no additional costs. If, however, teachers were to prepare the tests, then they might have to be paid. One school district in Oregon does this and the teacher preparing the test is paid $50 per test.

3. Part-time Instructors or Tutors

There may be a need for Advanced Placement, fast paced, or accelerated courses, with only a small number of students needing the courses. If regular classroom teachers could not teach these courses or classes as part of their regular load, then funds would be required to employ staff specifically for these and similar purposes.

4. Miscellaneous Costs

Again lacking precedent, it is difficult to determine all of the costs that may arise. There might be costs for college correspondence courses, if such courses can be arranged. There might also be costs such as student transportation costs in situations where, for example, an advanced or accelerated course is offered at a central location in a district, and students would require bus fare or mileage costs. If the in-service training requires hiring additional instructors outside the Department, then additional costs will be involved.

XIII. FUTURE CONSIDERATIONS

This Plan by no means outlines the final answer, and it is recognized that it will have to be continually expanded and modified to meet additional needs and changing demands. The considerations we will have to deal with as we move into the future are many, and the following examples will undoubtedly lead the reader to suggest many more.

1. Guidance and counseling methodology, procedures, and guidelines will have to be developed, especially in reference to assisting students such as those who manifest high potential but are underachieving.
2. Long-range individual planning for the gifted students will be a necessity, and the student's entire educational continuum will have to be taken into consideration. Otherwise the student identified in the elementary school and provided educational opportunities appropriate to his ability, might not be provided similar opportunities as he moves into the secondary schools.
3. The possible need for a Department policy specifically dealing with the education of the gifted will have to be explored.
4. As more resources become available, the possibility of developing other means to serve the gifted, such as district or complex level Learning Centers designed to meet the needs of the talented in the visual and performing arts, will need to be examined.
5. Guidelines will have to be developed for schools which might want to implement pilot or demonstration projects to explore new ways to assist the gifted.

6. The multicultural, multilingual nature of Hawaii's school population raises many concerns, such as the problem of testing students whose cultural backgrounds do not emphasize those analytical, verbal, and problem solving skills typically tested by many of the tests we use.

All of these concerns will have to be pondered and resolved in due time, but our immediate objective as far as providing an appropriate education for the gifted is concerned, is to begin.

APPENDIX A

PUPIL ACCELERATION

The idea that students should be discouraged from advancing through the graded system at a more rapid rate than one's age-mates seems to be based on the assumption that if students are encouraged to do so, social and emotional problems will result.

It seems that the Department has not always supported this assumption. In a paper entitled Program for the Gifted, issued by the Hawaii Department of Public Instruction and dated October 20, 1959, acceleration was recommended.

> "Acceleration has been aptly defined as progress through an educational program at rates faster or ages younger than is conventional. Pupil acceleration has long been the most commonly practiced method of adjustment for superior children. Research has repeatedly established that acceleration based upon the necessary professional considerations can be helpful to the truly superior child." (Underscoring added.)

An undated paper entitled A Look At Pupil Acceleration, also published by Hawaii's Department of Public Instruction, presents a summary of the extensive research in the area of pupil acceleration, prepared by Dr. A. Harry Passow.

> "The weight of experimental evidence tends to support the position of academic gains through the acceleration of the gifted student at all levels. Research into the effects of acceleration on social and emotional adjustment has generally demonstrated no serious detrimental results. From the volumes of research dealing with various kinds of acceleration, the examples cited below list some of the major findings.
>
> "At the Elementary School Level. An analysis of fifteen years experience with early admission to kindergarten points out that, in the primary grades, the younger children cannot be distinguished physically and are less apt to be referred for personal, emotional, or social problems than those admitted at the regular age. A summary of Nebraska studies of children admitted to kindergarten approximately eight months younger than usual on the basis of mental tests reported that in academic work, in social and emotional adjustment, in peer acceptance, and in physical coordination early admittees did as well or better than their age group who started a year later. A study of 43 children identified as mentally advanced, who were admitted to first grade early, found an overwhelming majority making satisfactory school adjustments in academic, social,

emotional and physical areas. Lamson's examination of the records of 26 students two years younger than their classmates indicated that they maintained superior intellectual achievement throughout high school. 46 pupils accelerated one to three semesters in elementary school were compared with the other 110 members of their high school graduating class and were found to have received better school grades, attended college in greater proportion for a longer period of time, received more college honors, and belonged to more non-college social organizations. Moreover, they are said to have escaped educational, vocational, or social handicaps.

"On the Secondary School Level. Justman studied 95 matched pairs of special-progress (three years of junior high school work in two) and normal-progress students in high school and found little or not differences in the academic achievements, personal and social adjustments, attitudes, and interests between the two groups despite the gap in age and years of schooling. Both Wilkins and Unzicker found that neither scholastic achievement nor social adjustment was affected by acceleration in the secondary school. Moore compared 308 students who graduated from high school before they were sixteen years old with an equal number of older students with similar scores on a battery of intelligence and achievement tests and found that a larger proportion of the younger group attended college, and as measured by college grades and objective tests, did as well as older pupils. Compared with a sampling of 27,000 students tested in a state-wide study, the 308 younger pupils displayed superior achievement; they maintained this through college. Wester's analysis of two matched groups of 46 students each indicated that the underage students participated in more extracurricular activities, held as many offices, won two and a half times as many athletic awards, presented fewer disciplinary problems, and had fewer neurotic tendencies and more self-confidence than the normal age group."

Psychologist Lewis M. Terman, whose classic longitudinal study began in 1921 with a group of 1,500 gifted eleven year olds, whom he studied closely for over four decades, reached the conclusion that ". . . the influence of school acceleration in causing social maladjustment has been greately exaggerated. There is no doubt that maladjustment does result in individual cases, but our data indicate that in a majority of subjects the maladjustment consists of a temporary feeling of inferiority which is later overcome . . . . Moreover, the handicaps of social immaturity among the accelerated would not be so great if a larger proportion of the gifted were promoted rapidly, since in that case the under-age child would not feel so conspicuous."

As recently as November 1976, Julian C. Stanley of Johns Hopkins University, who for the past seven years has conducted a meticulously monitored program of

radical acceleration for gifted math students of intermediate and high school age, reports the following:

> "Persons who hear about our study usually ask, 'But what about the social and emotional development of the students who become accelerated?' We often counter with, 'What about the intellectual and emotional development and future success of students who yearn for acceleration but are denied it?' For more than six years we have been studying the social and emotional development of youths accelerated in a variety of ways. If the acceleration is by their own choice, they look good indeed. Part of the problem is in the minds of those skeptics who automatically assume that one's social and emotional peers are one's age-mates. Performance of gifted youngsters, including ours, on such personality measures as the California Psychological Inventory shows that emotionally they are more like bright persons several years older than themselves than they are like their own age-mates. (Underscoring added.) There is considerable variability, of course, but on the average they are much better matched socially and emotionally with able students who are older. Thus, just as their intellectual peers are not their age-mates, their social and emotional peers aren't either."

As one example of many, Stanley cites the case of Sean, who, while ". . . still 13 years old . . . skipped the ninth and tenth grades and (as an eleventh grader) took calculus with twelfth-graders, won a letter on the wrestling team, was the science and math whiz on the school's academic quiz team, tutored a brilliant seventh grader through 2½ years of algebra and a year of plane geometry in 8 months, played a good game of golf, and took some college courses on the side (set theory, economics, and political science). He even successfully managed the campaign of a fourteen year old friend for the presidency of the student council. This left time for the Advanced Placement Program in calculus and, entirely by studying on his own, also in physics. He won 14 college credits via these two exams . . . . He got along well socially and emotionally. As Sean told a ". . . reporter who asked about this, "Either social considerations take a poor second to intellectual ones, or there are no negative social effects . . . . The most significant aspect of my life is having skipped grades."

It would seem, then, that the evidence supporting the validity of acceleration is considerable indeed, and the notion that serious social-emotional problems will arise is not valid. Perhaps what is needed, as Dr. James Gallagher expressed it, "is some social psychologist to explore why this procedure (acceleration) is generally ignored in the face of such overwhelmingly favorable results."

APPENDIX B

ROY E. SIMPSON
Superintendent of
Public Instruction
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RICHARD M. CLOWES
Associate Superintendent
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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Division of Instruction
Bureau of Secondary Education
Sacramento 14, California

August 15, 1962

Classification of Creative Activities and Experiences into the Primary Mental Abilities of Human Intellect

Prepared by Frank Williams
San Jose State College

*1. Cognitive Ability
discovery, recognition, comprehension, awareness, understanding

Activities that: generate curiosity
provide rediscovery
require comprehension
cause awareness

11. Memory
storage and retention of knowledge--what has been cognized
ability to recall information when needed

*111. Convergent Thinking
redefinition, transformations, recognized best or conventional solution, improvisations

Activities that: transform, redefine, improvise
ability to pick best of choice of several alternatives

*IV. Divergent Thinking
scanning stored information, searching for many possible solutions, thinking in different directions, ability to go off in new and untested directions, deferred judgment

A. Fluency: quantitative-emphasize rate within classes
1. Ideational fluency-generation of a quantity of IDEAS, words, titles, responses, phrases, sentences, uses, consequences, productions (drawings, pictures, designs, or other sense stimuli)

2. Associational fluency-completion of relationships-
production of relations
generation of synonyms, analogies, similarities,
problems of likeness

3. Expressional flunecy-new ideas to fit a system or structure
organization into systems or logical theories
sentences, verbal ideas, question responses

B. Flexibility: quantitative-variety

1. Spontaneous flexibility-variance of kinds of responses into classes
number of considerations of properties, attributes, or inherent characteristics of problem or product
number of shifts of category responses, versatility

2. Adaptive flexibility-number of detours, freedom to make changes, number of approaches or strategies used in seeking solutions
number of changes of interpretations
changes in direction of thinking

C. Originality: qualitative-unusual, remote, clever, uncommon, infrequent, remote associations

verbal, figural, symbolic transformations as uncommon
objective unusualness-statistically infrequent-
subjective choice as clever, far-fetched, novel, different from standard or norm

D. Elaboration: production of detailed steps, variety of implications and consequences
quantitative measure-number of

*V. Evaluative Ability

goodness, suitability, adequacy, determination of fit, ability to determine if produced solution fits the problem (search model)

Activities that: produce conceptual foresight
raise pertinent questions
cause sensitiveness to problems
require curiosity
noticing defects/or changes
seek improvements to things, social customs, institutions, behavior
noting defects in objects or ideas
evaluating implications
observations of imperfections or inadequacies
constructive discontent
flexibility of critical-mindedness
purposeful judgment

*Those abilities that the creative individual uses

EXAMPLE

CREATIVE ACTIVITIES IN LANGUAGE ARTS

Creative activity: Have pupils think up titles or captions for a picture

Ability Developed: Divergent Thinking
Ideational Fluency
Adaptive Flexibility
Originality

How To: Class acitivity-titles expressed orally
Individual written exercise

Materials: 1. Clever cover picture from Saturday Evening Post
2. Unusual greeting card or cartoon shown by opague projector
3. Double-page picture from Life or National Geographic magazines

Scored For: Idea Fluency-number of common titles
Adaptive Flexibility-number of different interpretations of picture
Originality-number of uncommon titles by infrequent occurance in the class or rated for cleverness by the teacher or student panel

---

Creative Activity: Write a story about a picture

Ability Developed: Cognitive Ability
Divergent Thinking
Originality
Elaboration

How To: Individual written paper
Individual blackboard activity

Materials: use same picture from sources above

Scored For: Cognition-awareness of how choice of words can give verbal feeling
-awareness of how new and different words can make story more interesting
-choosing the best way for telling what the picture expresses

Originality-number of unusual interpretations of picture
-humorous of novel twist of story about picture

Elaboration-number of details
-variety of implications

EXAMPLE

- -

CREATIVE ACTIVITIES IN LANGUAGE ARTS

Creative Activity: To write a short story by using a series of twenty unrelated words in the order in which they are given.

Ability Developed: Divergent Thinking
Expressional Fluency
Originality
Elaboration

How To: Individual written exercise
Class "Round-Robin" story
group blackboard exercise

Materials: Writing materials
List of words (see figure below)

Scored For: Expressional fluency-number of new ideas given to each word to fit into a logical story structure
-Free and fluent written expression; spelling, punctuation, and grammar are not as important
Originality-quality of clever associations given for each word as judged by the teacher or a student panel
-number of verbal semantic transformations made for each word
Elaboration-variety of implications that the story makes

CREATIVE ACTIVITY THROUGH LANGUAGE ARTS

Creative Activity:

Lesson on vivid verbs: Have pupils think up as many words as they can that indicate the manner in which a human moves from one point to another.

Abilities Developed:

Cognition
Divergent Thinking
- fluency
- originality

Evaluation

How To:

Words expressed orally; written on board

Pairs of pupils to work on alphabetical sections of the dictionary

Ask each pupil to observe five people within a week and describe their movement five ways

Show movie or slides of people moving about; i.e., athletic event, vacation activities, circus, etc.

Materials:

Writing materials

Movies, slides

Magazines, books

Scored For:

Cognition
- awareness of specific similarities and differences of movements
- Awareness of verbal tools that can express these similarities and differences

Divergent Thinking
- fluency - number of verbs for each situation

Originality Thinking
- choice of verbs away from cliche and over-used slang coined verbs

Evaluation
- suitability of verbs to express situation

APPENDIX C

RELEVANT EXCERPTS FROM DEPARTMENT OF EDUCATION POLICIES AND REGULATIONS

2100 The Academic Program: Policy

The Department of Education shall provide an academic program to equip each student with the knowledge, skills, attitudes, and values he needs to give responsible direction to his own life. Each elementary and secondary school shall offer a flexible comprehensive program of academic education to meet the needs, interests, and abilities of all students.*

2100.1 The Academic Program: Regulations

1. It is the right of every student to have access to a learning program which will permit him to develop to his optimum as an educated person.

2. The academic program shall include a desirable mix of appropriate and comprehensive learning activities in the areas of (a) communications, (b) humanities, and (c) environmental studies.

5. The specialized elective program, which shall be planned to meet the unique needs and interests of students and school communities, shall reflect current and emerging concerns of students, parents, and school staff.

2210.1 Guidance and Counseling: Regulations

4. The academic guidance and counseling program shall be planned so that students may assess their abilities, aptitudes, interests, and educational needs; acquire information about education and career requirements; formulate and achieve their academic goals; and orient themselves to present and future educational opportunities.

6. Guidance and counseling shall employ the available talents of teachers, administrators, counselors, and community resource people.

2220.1 Related Student Services: Regulations

3. Testing services shall be provided to enable students to identify their abilities, aptitudes, achievement, progress, and interests.

2320.4 School Organization: Policy

The Department of Education shall provide patterns of school organization, which permit instructional arrangements best suited to student development and maturity.

* NOTE: All underlining in this appendix added.

2320.5 School Organization: Regulations

3. The curriculum shall permit continuous progress along sequential lines of development in the areas of communications, environmental studies, and the humanities.

5. Each school, as appropriate, shall implement the concepts of non-grading, continuous progress, team-teaching, flexible scheduling, individualized instruction, varying group patterns, and such other instructional arrangements as will permit the best learning environment for each student.

2320.6 Elementary School Schedule: Regulations

3. The concepts of the broad base approach and individualized in-instruction dictate that a strict time table, subject by subject, be rejected in favor of tailoring instructional time and content to the needs of individual students.

2410.1 Summer School Program: Regulations

II. Scope of the Summer School Program

Acceleration. Credits earned for courses which meet curriculum requirements may be applied toward graduation requirements.

2520.1 Minimum Testing Program: Regulations

3. Data derived from standardized tests provide a reasonably objective indication of an individual's standing relative to his own growth and to the group with which he is being compared. Test results shall be used for the following purposes:

c. To identify the student with special needs who may require an adjusted program.

4. Schools may use additional authorized tests to supplement the minimum testing program with the approval of the district superintendent. Reports of all supplementary tests shall be made to the district and state offices.

4000 Focus on Students: Policy

The focus of the educational program for the public schools of Hawaii shall be on the optimum growth and development of each student to his fullest potential. The educational environment provided in each school shall be geared to encouraging and equipping students to become highly motivated, self-directive, able to make reasoned judgements, and to find personal meaning in each learning situation that they may better meet their immediate and future problems and responsibilities.

4000.1 Focus on Students: Regulations

1. A primary task of the school is to create a stimulating learning climate for all students. Two essential factors in such a learning environment are the active participation of students in their education, including the planning and evaluation thereof; and the fostering of a spirit of inquiry in which students are encouraged to express their own views and critique the opinions of others.

2. An essential element of student involvement shall be the promotion of opportunities and practices which result in individual freedom, responsibility, and the orderly process of education.

3. Students are to be encouraged to participate in establishing course goals, suggesting their interest areas, planning classroom activities, and in appraising the relevance and effectiveness of learning experiences.

4. Channels for student suggestions and recommendations shall be set up by the administrative staff of each school.

4520 Promotion, Grade Retention, and Subject Repetition: Regulations

2. Success of each student should be based on the selection of appropriate objectives, requirements feasible for accomplishment, ability to perform, and proper sequencing of steps in meeting objectives and standards of accomplishment.

4530 Credits: Regulations

1. All structured courses in grades 9-12 shall have credit designations. The normal practice is to award one credit for each course meeting formally for approximately 200 minutes per week, and successfully completed by the student during the period of one year. However, satisfactory completion of the content of a course in a period of time either shorter or longer than that normally required may be permitted. This is in keeping with the philosophy that credit should be basically an expression of progress and learning rather than merely time spent.

2. Where appropriate measures are available, credit by examination shall be permitted.

3. Schools providing for planned programs of independent learning may grant credit for satisfactory performance on administered proficiency examinations or for successful completion of the planned program of study. (Independent study is being defined as a situation in which

the student works on his own and/or with a small group on a self-directed pursuit with teachers serving as resources. This method may be used for a portion of a course or for the complete course.

4. Programmed instruction may be utilized as a mode of learning for which credit may be granted.

5. Credit claims for instruction received through tutoring and/or correspondence shall be judged against Department policy.

6. Credit may be granted for successful completion of special experimental programs which have been approved.

10. Credits may be granted for approved work-study, community college, and university experiences.

4540.1 Graduation and Related Regulations

1. Graduation from High School

c. Negotiated programs for alienated students or other students with unique problems or needs may be structured with the approval of the principal and the district superintendent. Such programs may include credit for part-time work experience.

TITLE 18 Laws Relating to the Department of Education

Sec. 298-9 Attendance compulsory; exceptions

Unless excluded from school or excepted from attendance, ...and who will not have arrived at the age of eighteen years, ...shall attend either a public or private school...Such attendance shall not be compulsory in the following cases:

(5) Where a child graduated from high school or vocational school.